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An annotated bibliography was developed as a ready tool for the professional self education of practitioners in residential adult education. It includes both documents directly related to conference and institute work and others indirectly related but significant. The 49 entries deal with such topics as adult education procedures and methods, university extension, historical reviews, educational objectives, program and registration data, administrator role and attitudes, and student morale: and they include some important research findings within the broader field of adult education. (ly)

ANNOTATED BIBLIOGRAPHY
ON
RESIDENTIAL ADULT EDUCATION

(CONFERENCES AND INSTITUTES)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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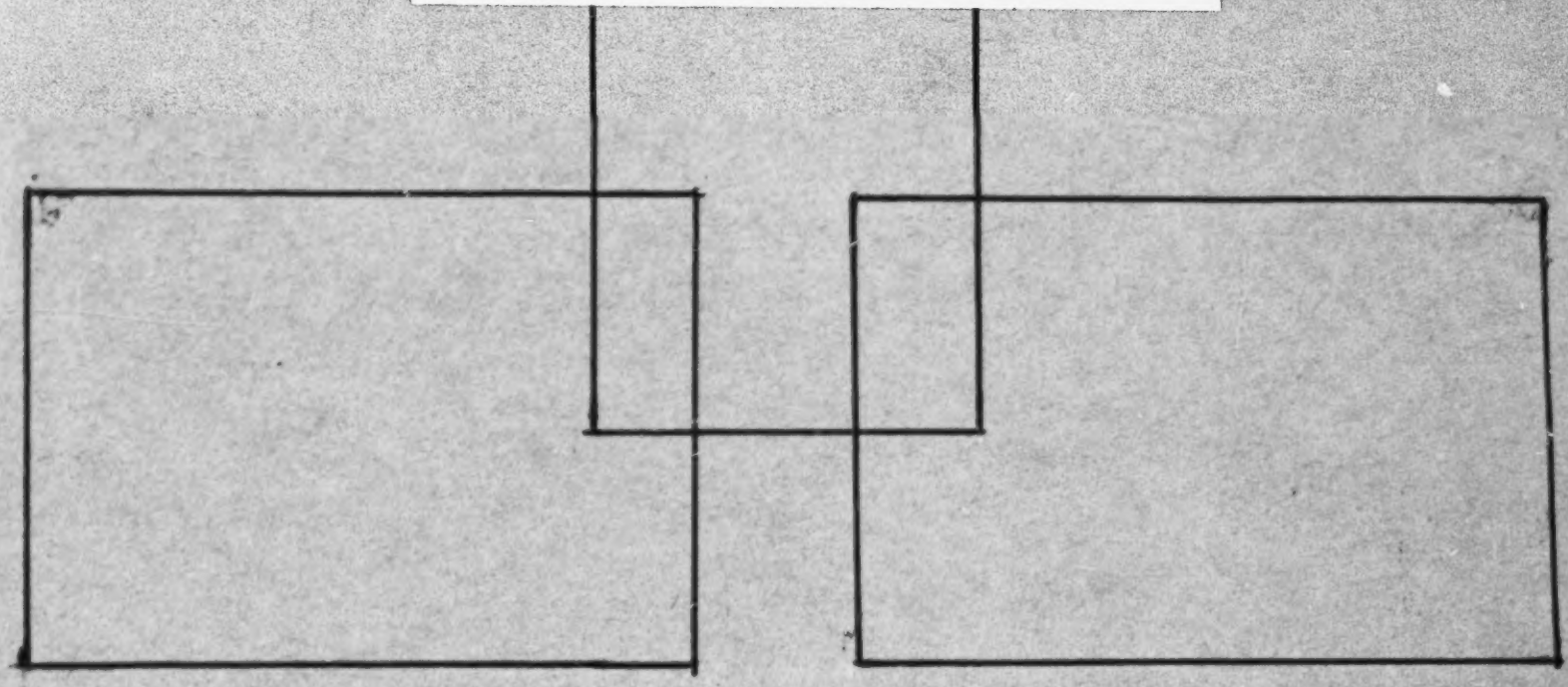

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PROJECT OF . . .

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Conference and Institute Division
National University Extension Association

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APRIL, 1968

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PREFACE

Purpose:

As the higher adult education emphasis in the area of residential adult education (conferences and institutes) has only comparatively recently come upon the American scene; as this dimension of higher adult education is currently one of the most rapidly expanding areas in our institutions; and as many of the new professional personnel in conference and institute work do not have academic training or experience in adult education and especially in residential adult education; this annotated bibliography has been developed as a ready tool for the professional self-education of practitioners in the conference and institute field. It is to be hoped that this effort will not only prove to be of value to the novice but may also be a source of new ideas and renewed motivation to the more experienced conference director and coordinator.

Criteria for Developing This Bibliography

The following criteria were used by the writers in selecting and developing this annotated bibliography:

1. Selection of two types of bibliographical sources:
   a. Publications directly related to conference and institute work,
   b. Publications indirectly related but significant to conference and institute work.
2. All annotations were to have been stated as practically as possible for optimum benefit to the practitioner in the field.
3. Specific judgments were made as to the value of each item to the field or its relationship to the field of educational planning for conference and institute work.
4. Where appropriate, included within the bibliography were those sources which provided some significant research findings within the broader field of adult education, although perhaps peripheral to conference and institute work. These may help to broaden the perspective of conference and institute personnel.

1. Adult Education Association of the U.S.A. CONDUCTING WORKSHOPS AND INSTITUTES. (Leadership Pamphlet No. 9). Chicago: Adult Education Association of the U.S.A., 1956.

This is a basic, step-by-step, practical handbook for conducting workshops and institutes. Although more than a decade old, it might still be considered a base from which to work. It contains an introduction and ten chapters. They are: "Human Values in the Workshop Method," by Earl C. Kelley; "Planning for Participation," by Hubert S. Coffey and William P. Golden, Jr.; "The Workshop Training Process," by Gorden Hearn; "That Crucial First Session," by A.A. Liveright; "Organizing Work Groups," by Florence Anderson and Marjorie B. Davids; "Using Resource People," by Presco Anderson; "Points for Participants," by Coffey and Golden; "Learning through Play," by Roland C. Faunce; "Back-Home Application," by Hy Kornbluh; and "Evaluation," by Robert A. Luke. It also has a "further study" bibliography. As a basic handbook, this starts with the fundamentals, defining workshop and institute, and builds through the evaluation. It is significant that the first chapter outlines the human values of such programs, the reasons for their being. This theme is carried forward also in the back-home application chapter, explaining one of the most important results of any adult education program. This handbook is a first step with which a person entering the field of adult education might begin.

2. Aker, George F. ADULT EDUCATION PROCEDURES, METHODS, AND TECHNIQUES: A CLASSIFIED AND ANNOTATED BIBLIOGRAPHY, 1953-1963. Syracuse, N.Y.: Library of Continuing Education and University College of Syracuse University, 1965.

This bibliography attempts to systematize and organize all the literature on adult education procedures published between 1953 and 1963. One section lists general references, another lists material on residential centers for continuing education, and other sections deal with individual methods, group methods, and adult education techniques. Each item is also classified according to whether it concerns (a) "description, interpretation, and practice," (b) "theoretical formulations," (c) "research," or (d) is a bibliography. The book is a basic reference source which conference personnel should find very useful.

3. Alford, Harold J. A HISTORY OF RESIDENTIAL ADULT EDUCATION. Unpublished Ph.D. dissertation. Chicago: Department of Education, University of Chicago, 1966.

This is a comprehensive, interpretive history of the development of residential adult education from the nineteenth century Danish folk high school to the modern twentieth century American university

residential center. The study traces the influence on the development of modern residential adult education not only of the Danish folk high school, but also of non-residential adult education activities, such as lecture series and extramural tutorials in England, and of residential forms such as Chautauque and agricultural short courses in the U.S. The account is based on a review of literature, including some new translations of N.S.F. Grundtvig's writings, archives and files of several institutions, correspondence with directors of adult colleges and conference centers in England, Canada, and the U.S., and a five-week tour of approximately 18 university and non-university residential adult education institutions in the U.S. and Canada.

4. Association of University Evening Colleges and National University Extension Association. PROGRAMS AND REGISTRATIONS. Four Volumes: 1960-61 through 1962-63; 1963-64; 1964-65; 1965-66. Prepared by the Joint AUEC-NUEA Committee on Minimum Data and Definitions. Available from: Dr. Howell McGee, Executive Secretary, AUEC, University of Oklahoma, Norman, Oklahoma.

Each report presents basic data on the number of classes, conferences (including workshops and institutes), correspondence courses, and discussion groups conducted by each member institution. It includes undergraduate and graduate categories, credit and non-credit categories, and the number of registrations and students attending programs. It also includes a breakdown by academic subject categories. (It should be noted that there is a typographical error in the 1965-66 Report; the number of conferences for the University of Washington should be 155, not 17,528. All total figures for conferences should be corrected similarly.)

5. Beckhard, Richard. HOW TO PLAN AND CONDUCT WORKSHOPS AND CONFERENCES. New York City: Association Press, 1956.

From the very outset of conference planning to post-meeting reporting and follow-up action, this is a handy, concise, intelligible, practical guide, especially for those new to the activity. It will be especially valuable for the layman given a workshop or conference chore for the first time by his organization. Like other publications in the field, this emphasizes long- and short-term objectives, or the "basic purposes," for initial planning. Chapter titles -- "Initial Planning," "Fact Finding and Evaluation," "Program Development," "Conference Preparation," "Planning the Conference Operations," and "Reporting and Follow-Up Action" -- indicate the skeleton around which the author has built a vigorous body of basic and necessary operational information. He concludes with a list of 15 steps, a checklist that would be valuable to anyone programming a workshop or conference activity, novice or old hand.

6. Bloom, Benjamin S. (ed.). TAXONOMY OF EDUCATIONAL OBJECTIVES. Handbook I: COGNITIVE DOMAIN. New York: Longmans, Green & Co., 1956.

This Handbook of the Taxonomy presents a hierarchical classification scheme which defines and orders cognitive educational objectives which emphasize the recall or recognition of knowledge and the development of intellectual abilities and skills. The continum has six levels, which are, from lowest to highest: (1) Knowledge, which includes remembering terminology, facts, trends and sequences, principles and generalizations, and theories and structures; (2) Comprehension (the lowest level of understanding), which includes translation from one form of communication to another, interpretation of a communication, and extrapolation; (3) Application, the use of abstractions in concrete situations; (4) Analysis of a communication's elements, relationships, and organizational principles; (5) Synthesis, such as producing a unique communication or a plan; and (6) Evaluation, or judgments, in terms of internal evidence and external criteria, about the value of material and methods for given purposes.

This Taxonomy should help planners to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices. Conference planners should also find it useful as a framework for thinking about program objectives.

7. Capes, Mary (ed.). COMMUNICATION OR CONFLICT. CONFERENCES: THEIR NATURE, DYNAMICS, AND PLANNING. New York: Association Press, 1960.

This book is based on the proceedings of an international conference on conferences held under joint auspices of the World Federation for Mental Health and the Josiah Macy, Jr., Foundation. The distinguished conference participants discussed the many factors, both theoretical and practical, involved in the organization and conduct of conferences. Particular emphasis is given to the subtle problems of communication across cultural and national barriers. The Appendix includes nine pages of questions on sponsorship, pre- and post-conference concerns, and during-conference concerns, which should be very helpful to persons planning a conference.

8. CREATING A CLIMATE FOR ADULT LEARNING. Report of a national conference on architecture for adult education. Chicago: Adult Education Association of the U.S.A., 1959.

This is the edited report on a national conference on architecture for adult education, held at Purdue University, December 3-4, 1958. Conference goals--to identify current problems, deficiencies, and obstacles encountered by adult educators in present facilities; to analyze adults, examine adult learning goals, and project future

program trends; to stimulate further research, and to develop better communications in the field--were declared accomplished at least in part. The report is especially useful as a reference book for future activity and investigation into the various phases of adult education. Also valuable are the various facets of and approaches to adult education covered by the 18 articles herein. Subjects vary from environment to philosophy, with emphasis on environment and planning. Extent of the discussion is illustrated by the subdivisions in the chapter on planning problems, business and industry; colleges and universities; community centers, labor; libraries, public schools; and religious institutions. As is true with other publications this old, some of the suggestions already are fait accompli, but it is interesting to discover how many solid, sensible suggestions still are not accepted routine.

9. Dekker, Tunis H. "The Conference Coordinator: Educator-Administrator," ADULT EDUCATION, Vol. XVI, No. 1, Autumn, 1965, 37-40.

The conference coordinator is an educator-administrator, the pivotal person in the conference cycle. The author compresses the coordinator's duties and responsibilities into a short and valuable guide for those in the conference field. Working with "The Conference Cycle," his pictorial model of the total conference process, the author graphically and lucidly details the "nine steps which must be completed to fulfill the conference function." In sequence, they are: determining the characteristics of the students; determining the educational objectives and outcomes of the conference; selecting the content and learning experiences to accomplish objectives; selecting instructors and leaders, and organizing learning experiences for effective instruction; arranging for finances, selecting and making arrangements for physical facilities and services; promotion; coordinating and shepherding the conference during presentation; and evaluating the conference. The process clearly identifies the coordinator's role as both educator and administrator, "a role he cannot neglect if successful conferences are his goal." The author is well known to the conference and institute field as he has been a member and served the Conferences and Institutes Division of NUEA well for many years.

10. Dekker, Tunis H. " Is University Faculty Committed to Conference Programs?" CONTINUING EDUCATION REPORT, No. 13. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

The major purpose of this study was to determine what personal and professional values 285 faculty members at three universities associate with their participation in university educational conferences. In particular, it was hypothesized that faculty members from certain areas of a university would hold specific orientations (integrated, segmented, or mixed) toward their own participation in university conferences.

Additional questions concerned relationships between his participation and his age, educational level, academic rank, teaching field, research field, tenure status, and sex.

The findings of the study indicate that the higher a faculty member's rank, the more likely he is to demonstrate that conference participation is an important part of his total professional role. Furthermore, a faculty member's location in the university (central: colleges of arts and sciences and graduate school; peripheral: professional schools and extension units) does not determine his orientation toward conference participation. Dekker also draws a number of implications of the study which, in summary, suggest that the more adept the adult educator is in relating conference programs to the university's interests and expertise, the greater will be the involvement of the faculty.

11. Deppe, Donald A. "The Director of Conference Programming: His Attitudes Toward Job Role." CONTINUING EDUCATION REPORT, No. 6, Chicago: Studies and Training Program in Continuing Education, The University of Chicago, 1965.

Forty-five directors of conference programming in forty-one institutions were interviewed to determine their orientations toward their role as conference directors. Five orientations emerged from the analysis: client-oriented directors (8 cases), operations-oriented directors (9 cases), image-oriented directors (4 cases), institution-oriented directors (10 cases), and problem-oriented directors (8 cases). Deppe points out that the directors may be thought of as "boundary definers" of their universities, and he speculates about how their orientations may affect their actions as boundary definers.

12. Devlin, Laurence E. THE INFLUENCE OF DIRECTED INSTRUCTIONS ON LEARNING IN A CONFERENCE SETTING. Unpublished M.A. paper. Chicago: Department of Education, University of Chicago, 1966.

This experimental study of participants in one management conference tested the hypothesis that pre-conference study of directed instructions (a summary or overview of topics to be presented during conference) increases learning during the conference period as measured by test scores. The hypotheses were partially supported in that the experimental group (N=12 participants), which received directed instructions one week before the conference, scored higher than the control group (N=13 participants), which received only tacit instructions, on a subject matter post test. Scores on the first post-test were significantly higher statistically for the experimental group than for the control group. The major limitation of this study was that the number of participants was too small (N=25) for generalization.

13. Devlin, Laurence E. and Ann Litchfield. "Residential Program Data: A Statistical Description." CONTINUING EDUCATION REPORT, No. 15. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

A brief history of a cooperative project to collect data on conference programs operated by ten university residential centers, together with data on 1196 activities, are presented in this paper. Twenty-five characteristics of individual programs are discussed under these major headings: (a) number, length, and distribution of activities; (b) nature of the activities (types, purposes, subject matter, etc.); (c) origin and sponsor of activities; (d) role of the center staff; (e) sources of instructional staff; (f) demographic characteristics of participants. The major limitations of the data which the authors identify arise from the diversity of facilities operated by several institutions; some operate large centers, others small ones, some on-campus, and some off-campus. In addition, the data represent only the programs operated by conference staffs, and do not include the very large number of short luncheons, banquets, and faculty or civic meetings which often take place in on-campus centers. The data are, though, very useful and instructive in identifying certain major characteristics of residential centers and their programs.

14. Devlin, Laurence E. and Ann Litchfield. "Residential Program Data: Implications for Practice." CONTINUING EDUCATION REPORT, No. 16. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

This Report, which is directly related to an earlier Report by the same authors (No. 15), presents a profile of a typical residential activity as reflected in data collected from 10 cooperating residential centers. A typical activity "is a conference of 1 1/2 to 2 days attended by 50 to 75 participants. It is the first time this particular conference has been held, the activity is unrelated to any other conference and its purpose is to improve the occupational or professional competence of the participants. The participants are drawn from a statewide audience and are male, college graduates between the ages of 36 and 55, who are professional, technical, or kindred workers."

The authors pursue in like manner questions of origin, sponsorship, role of center staff, content, and sources of instruction in programs. They discuss in depth each of these concerns and their implications for conducting effective residential programs which reflect the university's expertise and interest. The data appear to indicate that centers are reactive, rather than generative of programs; that they are dominated by programs with occupationally related goals; and that the primary role of center staff is administration. This is a very perceptive and provocative article which poses a number of serious questions about programming in residential centers.

15. Doyle, Louis A. "A Developing Continuing Education Centre in Nsukka, Nigeria." CONTINUING EDUCATION REPORT, No. 10. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

This Report describes the development, facilities, and programming efforts of a newly established centre at the University of Nigeria. Doyle describes Nigeria as a developing nation which values education as a means for further growth, and explains the role of Michigan State University in helping the University of Nigeria to develop its extra mural program for adults. The program consists of classes (of a vocational and technical nature), and residential conference programs, apparently similar to those operated in American centers. The Centre also provides a central gathering place for faculty and staff of the University.

16. Fales, Ann Wohlleben. "The Pattern of Anxiety in Residential Conferences." CONTINUING EDUCATION REPORT, No. 11. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1966.

This is a report of a study designed to test a belief commonly held by conference planners, "that morale, both group and individual, is high at the beginning and end and drops in the middle of an educational program, particularly in a residential program." Anxiety was assumed to be one aspect of morale.

Participants in two conferences (Conference A: 27 men, 6 days long; Conference B: 129 women, 15 days long) were tested daily (paper and pencil instrument) in randomly selected samples.

Anxiety did vary significantly from day to day in both conferences, and both conferences exhibited a similar pattern. The pattern was "M-shaped, with anxiety being low on the first day," "rising to a high point on the second day, dropping on the third day, and rising again on the fourth day, before dropping on the last day."

The author identifies several limitations of the study which limits its applicability, but she has obviously opened some doors to further research. Certain potential practical applications are also discussed.

17. Florell, Robert J. APPLICATIONAL TRANSFER IN ADULT EDUCATION. Unpublished Ed.D. dissertation. Lincoln, Nebraska: Department of Educational Psychology and Measurements, University of Nebraska (Teachers College), 1966.

The central question of this study was: can behavior oriented toward conference objectives be expected after participation in a short-term

(two days or more) educational program? Additional topics included the importance of the conference as a source of information, and the relationship of selected personal characteristics to applicational transfer.

Conference objectives were classified according to (a) concreteness; (b) educational type (liberal, occupational, functional, or recreational (see Sheffield); and (c) self-others use. There were five concreteness categories: (1) to learn a skill or technique; (2) to learn a method or procedure; (3) to exchange ideas or learn general information; (4) to learn a theoretical concept; and (5) to develop a theoretical concept. The two "self-others use" were in the following categories: (1) conferences where the primary objective was for the conferee to return home and <u>apply</u> what he learned at the conference; and (2) conferences where the primary objective was for the conferee to return home and <u>influence</u> others.

Six conferences were studied, and conference participants in each conference were compared with non-participants selected at random from the same general population. Questionnaires to measure applicational transfer were sent to both groups several weeks after each conference. Each hypothesis was tested separately on data from each conference on the basis of comparisons among participants and non-participants. No comparisons were made among conferences.

Florell found that there was a significant difference ($p < .01$) between conference groups and non-conference groups on the amount of applicational transfer in each of the 6 conferences. He concluded that behavior oriented toward conference objectives can be expected after participation in a short-term educational program.

18. Grundtvig, N.F.S., and Harold J. Alford. "The School for Life." CONTINUING EDUCATION REPORT, No. 5. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1965.

Mr. Alford has brought together in this paper a series of statements, selected from several publications of the Danish theologian, which describe Grundtvig's concerns and ideas about residential adult education. Grundtvig is generally regarded as the "ideological father of adult education," and Alford has selected sources which represent not only Grundtvig's early ideas about the folk high school, but also the later development and refinement of the concept. The last portion of the article describes briefly the establishment of Christen Kold's folk high school, modeled after Grundtvig's ideas, and the later extension of the residential idea to America.

19. Houle, Cyril O. "What is Continuing Education?" CONTINUING EDUCATION REPORT, No. 1. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1965.

In this paper the term "continuing education" is defined, the history and nature of residential adult education is explored, and principles for effective growth of the field are stated. Continuing education is defined on three levels: (1) the program of conferences carried on by a university in a residential center; (2) residential conferences for adults held in any available facilities; and (3) continuing education as synonymous with adult education.

Historically, the paper relates the recent establishment of university Kellogg Centers to their earlier counterpart, the mid-nineteenth century Danish residential folk high schools.

Houle suggests seven principles to guide the growth and development of residential continuing education centers:

(1) Continuing education programs should be guided by men and women of stature and competence who are skillful in designing and conducting conferences;

(2) Programs should be directed toward significant educational purposes;

(3) Programs should be highly complex so that they reflect the diversity of the institutions;

(4) Programs should be long enough and sufficiently well designed in order to have the maximum educational impact;

(5) Continuing education programs should be fully accepted as an essential responsibility of the university;

(6) Programs should make important contributions to the university;

(7) Programs of continuing education should be used as centers for social and behavioral research.

20. Houle, Cyril O. "University Level Continuing Education." CONTINUING EDUCATION REPORT, No. 7. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1965.

The author suggests that university continuing education centers should serve three functions: (1) an educative function, which is the focus of this report; (2) a training function, for the education of leaders in adult education; and (3) a research function, for the conduct of

studies into the nature of adult education and related fields. A parallel is drawn between university laboratory schools, university hospitals, and centers for continuing education. The focus of this Report is on the educative function and deals with various levels of programming and different program formats, such as short courses, workshops, etc., which are commonly used in centers.

21. Houle, Cyril O. "The Training Function of the Center for Continuing Education," CONTINUING EDUCATION REPORT, No. 8. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1965.

One of the secondary functions of a residential center can be the training of educators of adults in the conception, design, and execution of programs. Several levels and approaches to training that have been carried out in specific centers are discussed, including graduate study and internship programs, attempts to synthesize knowledge about adult education, efforts to improve center staff performance, general programs for adult education administrators, and training in specific skills for lay and professional adult educators. This Report may well provide present C&I personnel with ideas for new programs, as well as ideas for the improvement of their own staffs.

22. Houle, Cyril O. "The Research Function of the Center for Continuing Education." CONTINUING EDUCATION REPORT, No. 9. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1966.

The third in a series of three Reports dealing with education, training, and research functions of residential centers, this one describes some current and potential research projects. The most obvious use is providing facilities and administrative services for research-oriented conferences. A number of centers have carried out studies aimed at improving their educational and administrative services. A third category of research concerns cooperative efforts to collect comparative data about residential programs at several centers. Another area of research concerns attempts to study systematically various facets of residential education, its history, its institutions, its staff, its faculty, and the nature of its programs. The fifth use of centers is as a source of data for the behavioral sciences; in such efforts data have been collected from participants in center programs. These general categories of research suggest a number of ways in which centers can work to become more closely involved with the traditional functions of teaching and research in their universities, and at the same time improve their own efforts to educate adults.

23. Hunter, Guy. RESIDENTIAL COLLEGES, SOME NEW DEVELOPMENTS IN BRITISH ADULT EDUCATION. New York: Fund for Adult Education, 1952. (Occasional papers, No. 1)

In this paper the author is concerned with the development of the short-term residential college for adult education as representing not merely a new method but a new type of education and a new attitude toward it. The paper relates residential colleges to other forms of adult education and attempts to assess their possible field or direction of growth. Special emphasis is given to the development of policy, quality and standards in British residential college adult education.

The emphasis is primarily geared to the British scene but it should prove interesting and informative to the conference and institute practitioner in the United States.

24. Jessup, Frank. "Oxford University and Adult Education." CONTINUING EDUCATION REPORT, No. 4. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1965.

This is a brief historical sketch of adult education at Oxford University, in which Mr. Jessup relates the residential principle used in the early Oxford Colleges to the more recent efforts of the University in the area of residential education for adults. He describes in some detail the recent development of a small on-campus residential facility made possible by a grant from the Kellogg Foundation.

25. Knapp, Sally E. "The Multi-Method Pattern for Short Courses." CONTINUING EDUCATION REPORT, No. 14. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

This report describes in detail a series of courses developed at Columbia University for administrators of small hospitals. The format of the courses consisted of a two-week residential period at the University, an eleven-month home-study period, and a final two-week session in residence at the University. The periods of residence consisted of classes taught by University faculty. "The home-study portion consisted of correspondence lessons between the students and University faculty and of individual guidance given to each student by an experienced administrator in his locality, selected as a 'preceptor' by the program faculty." The Report describes each aspect in considerable and useful detail.

26. Knowles, Malcolm S. INFORMAL ADULT EDUCATION. New York: Association Press, 1953.

Professor Knowles has prepared a good, general, practical document which presents principles and methods which have proved most valuable in a variety of circumstances. This book is divided into four parts: (1) The Opportunity; (2) Methods and Programs; (3) Administration; and (4) Evaluation. Valuable practical suggestions are given for use of sixteen different methods and techniques of adult education.

This work will be of special value to the new conference coordinator with limited background in adult education program planning and evaluation.

27. Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. TAXONOMY OF EDUCATIONAL OBJECTIVES. Handbook II: AFFECTIVE DOMAIN. New York: David McKay Co., 1964.

This Handbook of the Taxonomy presents a hierarchical classification scheme which defines and orders affective educational objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. These are commonly expressed as interests, attitudes, appreciations, values, and emotional sets or biases. The continuum has five levels, which are, from lowest to highest: (1) Receiving, which includes awareness, willingness to notice something, and controlling attention; (2) Responding, including compliance, willingness to respond, and satisfaction in responding; (3) Valuing, which includes acceptance of, preference, for, and commitment to a value; (4) Organization, which includes conceptualization of a value, and organization of a value system; and (5) Characterization by a value or value complex (one's view of the universe or one's philosophy of life).

This Taxonomy should help planners to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices. Conference planners should also find it useful as a framework for thinking about program objectives.

28. Lacognata, A.A. "An Analysis of Selected Conference Programs," ADULT EDUCATION, Vol. XIII, Autumn, 1962, 34-41.

Participants in conferences at Michigan State University between September 1, 1960, and January 31, 1961, derived a high degree of satisfaction from the programs. This is one of the facts determined by a random sampling of 10 such conferences, reviewed in Lacognata's article. The author was research director for MSU's Continuing Education Service. Using 22 tables, the article provides information

on certain characteristics of Kellogg Center conferees and programs at that institution, as well as secondary information on adult education as a general field. For example, tables and accompanying conclusions provide the interested person, perhaps professionals in adult education or those in the field for organizations or businesses, with guideposts for evaluating their activities. Subjects explored by the author's surveys include social characteristics of conferees, types of industry, communication, program information, motivation, expectations, and participants' evaluation.

29. Lacognata, A.A. A COMPARISON OF THE EFFECTIVENESS OF ADULT RESIDENTIAL AND NON-RESIDENTIAL LEARNING SITUATIONS. Chicago: The Center for the Study of Liberal Education for Adults, 1961.

This was the pioneer empirical comparison of the two types of situations mentioned in the title. When the Center learned of two similar insurance courses to be held simultaneously, by the same instructor, for the same time, with the same objectives, it asked the author to make the study. He compares an eight-day residential course with 60 participants, living at the Michigan State Kellogg Center for Continuing Education, with another eight-day non-residential course for 74 participants in Detroit. He devised three methods of comparing achievement: an essay-type quiz; measures of knowledge application; and state insurance test results to measure combined knowledge acquisition and application. He tested the central hypothesis that residential instruction results in superior achievement. He concludes that "the research tends to support the hypothesized superiority of residential instruction." This may be due to combined isolation, continuity, and group influences. However, the author also admits that "perhaps more problems were uncovered than resolved," and he ends by suggesting further research to clarify at least four problems, which he lists. The work and this report are invaluable to anyone in the field or planning further research in it.

30. Leathers, Chester W., and William S. Griffith. "The Conference Coordinator: Educator or Facilitator." CONTINUING EDUCATION REPORT, No. 2. Chicago: Studies and Training Program in Continuing Education, The University of Chicago, 1965.

A survey of 30 conference coordinators in five Kellogg supported centers for continuing education was conducted in 1964 to ascertain the educational level and experience of coordinators, their role perceptions, and their career aspirations. Their average age was 35, and average length of employment was between two and three

years. Nineteen held masters degrees. The coordinators perceived their present roles in this order: (1) administrator, (2) facilitator, and (3) educator. In contrast, they perceived the ideal order as: (1) educator, (2) administrator, and (3) facilitator. Most coordinators planned further graduate study, although few planned it in adult education. Most saw their future careers as lying within adult education.

31. Litchfield, Ann. and John H. Buskey (comp.) A DIRECTORY OF RESIDENTIAL CONTINUING EDUCATION CENTERS IN THE UNITED STATES AND CANADA, 1963-64. Chicago: The University of Chicago Studies and Training Program in Continuing Education, March, 1965.

The Directory is a descriptive list of 82 residential continuing education centers in the U.S. (71) and Canada (11). Descriptions of each center include organizational affiliation, conference, eating, and sleeping facilities and capacities, number of programs conducted annually, and person to write for further information. This Directory is being up-dated and the new edition probably will be available in 1968.

32. Livingstone, Sir Richard. "On Residential Adult Education." CONTINUING EDUCATION REPORT, No. 12. Chicago: Studies and Training Program in Continuing Education, University of Chicago, 1967.

Professor C. O. Houle has excerpted from Livingstone's The Future in Education some passages having to do with residential adult education. Livingstone was highly impressed with the Danish folk high school and sought to transfer its benefits to England by establishing similar schools there. He writes in a very inspiring manner as he argues for education of the complete human being, not only for the ordinary person, but also for the highly educated one. To accomplish such a goal he calls for adult education of a new type--periods of systematic study in residential schools. This is one of the most persuasive arguments for residential adult education that has been written.

33. Loosley, Elizabeth. RESIDENTIAL ADULT EDUCATION, A CANADIAN VIEW. Toronto: Canadian Association for Adult Education, 1960.

This 44-page booklet is divided into six sections: "The Historical Background"; "The Animated Values"; "Content, Methods, and Philosophy"; "Types of Program"; "Finance"; and "Conclusion." The section on types of programs is by far the longest and outlines all of Canada's major residential adult education efforts, including

Camp Lequemac, which the author calls "extremely influential--if not focal." The first section shows how Canada's program, with impetus largely from the depression of the 1930's, derived in part from Europe but has grown into a uniquely North American institution. It has become, as the author points out in the second section, a program that "whether devised to satisfy leisure-time interests or not. . .(is) largely practical and directed toward the solution of those problems provided by immediate (and usually vocational or 'welfare') experience." The conclusion section notes that Canadian residential education is "struggling to carry out its responsibilities and to clarify its objectives." But, she concludes, "both content and method must be improved, if residential education is to offer people a learning experience that they prize sufficiently to incorporate it into their leisure and to pay for it." Not a comprehensive description, it is a summary of Canadian programs and includes a bibliography.

34. Maclean, Donald F., and Thomas M. Jones. FEASIBILITY STUDY OF CENTRE(S) FOR RESIDENTIAL ADULT EDUCATION IN THE MARITIME PROVINCES. Report No. 45. Halifax, Nova Scotia, Canada: Institute of Public Affairs, Dalhousie University, 1965.

This report is a rich resource of concerns and information useful to anyone planning a new residential center. Chapters deal with the definition of residential adult education, clientele and programs, physical plant and facilities, size and geographical location of center, staff, sponsorship and financial resources, policies, descriptions of several representative centers, and a series of recommendations for centers in the Maritime Provinces.

The survey was conducted through personal visitations to several centers in Canada and the U.S., interviews and written questionnaires, and extensive correspondence with other centers and interested persons. The report includes a 111 item bibliography, and floor plans of several existing centers.

35. Mann, David K., Raymond E. Carter, and Carl E. Larson. PROGRAM EVALUATION IN INSTITUTES AND CONFERENCES. Lawrence, Kansas: The University of Kansas Press, 1963.

This is the handbook needed by anyone who plans to evaluate an institute or conference. It not only lists suggested steps in an evaluation, but it also identifies educational objectives and outlines development of evaluative devices; in other words, it gives the philosophical background behind its outline of action. The handbook is based primarily on a pilot study of The Midwest Management Institute for Credit Bureau and Collection Service Managers, begun in the fall of

1961. This institute was chosen because it fitted study needs. Result was a precise evaluation method, study-tempered and shaped. The author admits that the evaluation guides that resulted are just that--guides. It may not be either necessary or possible to use them all at all times. Evaluation may be as simple or as complex as the situation requires, but, he concludes, "the essential requisite for effective evaluation. . .is precise and accurate clarification of goals and objectives. This step is often taken for granted in conducting an event. It should not be." An appendix shows the actual evaluation forms used in the study.

36. Miller, Harry L. TEACHING AND LEARNING IN ADULT EDUCATION. New York: Macmillan Company, 1964.

The book presents descriptions of several instructional formats, in addition to a basic statement encompassing the nature of adults, adult learning, and adult education. Of particular interest to conference personnel will be Chapter 5 which concerns small groups in residence. Miller deals with topics such as the advantages of residence, how to maximize the potential of residence, and a comprehensive example of a residential program. He proposes that programs include a process analyst, who would have the task of helping the group gain insights into the intellectual and inter-action processes present in the program.

Other topics in the book include chapters on the autonomous adult learner, large groups, television and mass media, and evaluation. This is probably the best book on methods in adult education.

37. Morgan, Barton, Glenn E. Holmes, and Clarence E. Bundy. METHODS IN ADULT EDUCATION. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1960.

Suppose you want to teach an adult something outside the formal, institutional classroom situation. Just how would you go about it, choosing the time, the place, the method, the technique, the personnel, and the equipment? This 180-page, cloth-bound publication tells you how. In fourteen inclusive chapters the authors explain the thought behind adult education, ways of stimulating participation in adult education, method selection, meeting types and their selection, their use, use of aids and evaluation. They conclude with history and predictions. Using figures available at publication, they show that "adult education in America at present is a large, far-flung activity." They conclude that "all of the evidence available indicates that the phenomenal growth of adult education in both quality and quantity will continue." The book is not a step-by-step handbook guide for activity production. Rather, it is a story of adult education, including

theory, practice, history, and future predictions. It is more of a classroom text than an operational handbook, but used in conjunction with such a handbook could be a good reference for someone seriously entering the field or simply wishing to conduct adult education activities on his own.

38. NATIONAL UNIVERSITY EXTENSION ASSOCIATION. CONFERENCES AND INSTITUTES DIVISION, CONFERENCE PROCEEDINGS. New Brunswick, N.J.: Rutgers - The State University, 1965.

This 165-page transcript of the 1965 Conferences and Institutes Division pre-conference workshop (held at Purdue University) on "The Learning Process as Applied to Short-Term Learning Situations," contains a wealth of information, but it must be carefully studied and evaluated. Since this volume is not organized or indexed, valuable points and information must be hunted out. Wilbert N. McKeachie, professor and chairman, Department of Psychology, University of Michigan, was the speaker, and James Lahr, then of Washington University, acted as chairman. Early pages introduce major areas of discussion, which are later thoroughly discussed, mostly in general or question-and-answer format. The most valuable information is present in either answers to conferees questions or in general discussion arising from such questions. For example, on page 31 of the transcript a conferee asks about a possible "median path" betwen backgrounding in principles and theory and backgrounding in plain"how to do it." In reply, McKeachie discusses for 25 pages the various learning techniques, their aims and uses, and their adaptability into the various "median paths" of which the conferee spoke. The entire volume contains this type of very helpful information.

39. NATIONAL UNIVERSITY EXTENSION ASSOCIATION. CONFERENCES AND INSTITUTES DIVISION, PROCEEDINGS OF WORKSHOP. University of New Mexico, July 22-26, 1966. East Lansing, Michigan: Continuing Education Service, Michigan State University.

This is the report on the annual pre-conference workshop of the Conferences and Institutes Division of the National University Extension Association, held at Albuquerque, New Mexico, July 22-26, 1966. Fifty-seven participants at the workshop, most of them directors or coordinators for conference activities in colleges or universities, met in six small groups for two days. This report contains not only results of these workshops, but also reports from the Division's other meetings, such as business, planning, and committee meetings. These include the report of the research committee on Current and Proposed Conferences and Institutes Research, the report from the meeting of conference coordinators, and the report from the conference directors' meeting. The greatest value of this proceedings transcript seems to lie in the timeliness

of recent discussion and or resolution of current problems and activities confronting participants--who are not only leaders in the field of conference work for institutions of higher education, but also are probably the most vocal.

40. Pitkin, Royce S. THE RESIDENTIAL SCHOOL IN AMERICAN ADULT EDUCATION. (Notes and Essays on Education for Adults, No. 14) Chicago: Center for the Study of Liberal Education for Adults, 1956.

Living together in a residential school, according to one of the authorities quoted in this booklet, "produces a relaxation of barriers which makes adult education ten times easier." The author admits that there is "very little objective evidence but a great deal of highly subjective observation" supporting this statement. But the overall thesis of the booklet is that adults do learn better in residential situations than otherwise. However, he delineates some limitations of residential situations and suggests corrective methods. The essay does not try to report on all types of residential programs, but presents strong arguments for both the residential idea and for the residential adult school. In fact, published in 1956, the booklet has become somewhat of a prophet of more recent developments in this educational field, particularly as it is used by American businesses. The author lists five specific needs for residential adult schools, concluding: "It stirs the imagination almost out of bounds to think what it would mean to the future of this country to have five to ten millions of people in groups of twenty-five to one hundred taking time from their regular pursuits to think about some of the important facets of life in terms ranging from a few days to several weeks in residential adult schools."

41. Schacht, Robert H. WEEK-END LEARNING IN THE U.S.A. (Notes and Essays on Education for Adults, No. 29) Chicago: The Center for the Study of Liberal Education for Adults, 1960.

In this conclusion of his doctoral dissertation, the author states that "there seems (to be) a very good chance that residential adult education is due for an upswing in the United States." He then supports this by outlining the values of residence; American customs, practices and habits that could nurture such an upswing; his view of the future in the field; and what he calls "a sound philosophy for the future." He concludes: "There are, in brief, trends within our present society which, if unguided by intelligent leadership, may lead to the liquidation of any carry-over from the traditional concept of residential adult education, (which) is an integral part of the total lifelong learning experiences of all of our people, into a significant future equal to the demands of our time." The section titled "A Chance for Adult Residential Education in Modern America?" seems of particular value to anyone active in or studying programs in the U.S.A. A postscript by Dr. A. A. Liveright gives impetus to further thinking and planning in the field.

42. Sheffield, Sherman B. "The Orientations of Adult Continuing Learners," THE CONTINUING LEARNER. Daniel Solomon (ed.). Research Reports, Chicago: Center for the Study of Liberal Education for Adults pp. 1-22. 1964.

This research opened up a new approach to the analysis of adults as learners. It answered the question: do continuing learners have various orientations toward learning? The study was designed to determine and define adult learning orientations. Sheffield collected data from 453 adults attending twenty educational conferences at eight universities located geographically in the Far West, Rocky Mountains, Mid-West and Southern regions of the United States.

For analysis purposes a four-way typology of continuing education conferences was developed: (a) liberal education conferences, (b) occupational education conferences, (c) functional education conferences, and (d) recreational education conferences.

Adults were found via a factor analysis technique to hold five orientations toward learning: (1) learning, (2) desire for sociability, (3) personal-goals, (4) societal-goal and (5) need-fulfillment. These orientations toward learning were correlated with the above conference types. In addition, the orientations were correlated with the extent of continuing learning engaged in by the adult learners and the demographic characteristics of age, sex, marital status, current residence, education, occupation and religious affiliation.

Conference personnel will wish to note that, "although there was a significant relationship between the primary orientation and the conference types, all orientations were represented by adult learners in each of the twenty conferences (having sixteen or more conferees). The result is important, although it was secondary to the major findings. Adult educators must recognize that adult learners come to continuing education activities with a variety of personal and educational objectives which are not necessarily consistent with the stated objective of the educational undertaking. It would seem that some provision (within the programming structure) should be made for these quite appropriate individual concerns."

43. Siegle, Peter E., and James B. Whipple. NEW DIRECTIONS IN PROGRAMMING FOR UNIVERSITY ADULT EDUCATION. (Report #101) Chicago: The Center for the Study of Liberal Education for Adults, 1957.

One of the most frequently asked questions whenever something new or different is proposed is, "What's already being done?" This collection answers that question in continuing education. Using actual examples from various schools and institutions of higher learning, chapters describe recent programs in these areas: liberal arts, business,

professional and technical fields, community groups and interests; adult degrees and certificates; the mass media; the elderly; alumni and residential adult education. The presentation is valuable from two standpoints: it not only tells what actually has been done, but it also describes the degree of success at the schools involved. Thus, it can serve both as a handbook of "how to do" and as a reference book support to proposals. It would seem to be of particular value to conference personnel or organizations entering adult education for the first time.

44. Snopek, Charles J. "Conferences that Stimulate Life-Long Learning." CONTINUING EDUCATION REPORT, No. 3, Chicago: Studies and Training Program in Continuing Education, the University of Chicago, 1965.

This Report suggests a variety of means that can be used by conference planners to build into programs the idea that people can and should continue their learning beyond an individual activity. Several pre-conference, post-conference, and in-conference techniques, based on successful experiences in conferences, have been compiled in this Report. It should be very helpful to the conference coordinator who is concerned with making each conference more than just a "one-shot" activity.

45. STRENGTHENING THE RESIDENTIAL ADULT EDUCATION EXPERIENCE. CONFERENCE PROCEEDINGS. St. Louis: University College, Washington University, 1962.

This conference at Bromwoods was held in November, 1962, to discuss means of strengthening the residential experiences for adults. As Dr. Peter Siegle, research associate for the sponsoring Center for the Study of Liberal Education for Adults, points out in his discussion, "The Potential and Limits of Residential Adult Education," actual research has proven that residential education has one major advantage over non-resident education. Through "some alchemy" inherent in the residential group, professional and technical groups leave resident courses more convinced of their professionalism. He concludes, "they come to us ostensibly to receive information, to learn something cognitive and useful. If, in addition, we can bolster them as persons, give them a better sense of themselves as professionals and as members of the human race, we have provided a serendipity which is hard to purchase." The report also delineates the conferences' findings in the fields of common problems, faculty and administrative support, potentials and limits of residential adult education, and the relationship of facilities to programs.

46. Tyler, Ralph W. BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION. Chicago: University of Chicago Press, 1950.

This book presents a rationale for viewing, analyzing and interpreting the curriculum and instructional program of an educational institution, including adult educational agencies. The rationale includes material on virtually all aspects of curriculum development and is probably more useful in developing courses or classes than for certain types of problem oriented conference programs. It certainly provides, however, a very useful overview of most necessary considerations for developing programs.

47. Verner, Coolie. A CONCEPTUAL SCHEME FOR THE IDENTIFICATION AND CLASSIFICATION OF PROCESSES FOR ADULT EDUCATION. Chicago: Adult Education Association of the U.S.A., 1962.

Adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society. Adult education involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction. The method of adult education is the relationship established by the institution with a potential body of participants for the purpose of systematically diffusing knowledge among a prescribed but not necessarily fully identified public. The technique of adult education is the relationship established by the institutional agent (adult educator) to facilitate learning among a particular and precisely defined body of participants in a specific situation. Working from these three definitions, vital to both the researcher and the practitioner in the field, the author then identifies and classifies methods and techniques of adult education. He concludes that "the unique contribution of adult education as a discipline can be identified with clarity and exactness" because "by applying the theory in the construction of research designs it is possible to distinguish among items with sufficient precision to isolate those elements peculiarly pertinent to adult education."

48. Verner, Coolie, and Alan Booth. ADULT EDUCATION. Washington: The Center for Applied Research in Education, 1964.

While not directly concerned with conference work, Verner and Booth present a conceptual framework for the practice of adult education. Of particular interest to conference and institute personnel are topics on designing the learning experience, selecting appropriate methods and teaching techniques, the administration and supervision of such programs, and evaluation of activities. This book provides a useful resource for the conference and institute director and coordinator.

49. Welden, J. Eugene. PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS. Unpublished Ph.D. dissertation. Chicago: Department of Education, University of Chicago, 1966.

"The purpose of the study (was) to examine the relationship between conferences planned without participant representation and conferences planned with participant representation on three measures of program effectiveness: (a) participants' relation of program to personal motives; (b) participants' expressed satisfaction with total program; and (c) participants' expressed interest in continuing educative activity." (p.3). This study was concerned principally with affective components of educational objectives as differentiated from cognitive components.

A five-part "Conference Evaluation" form was administered to 1,026 men and women who attended 47 different conferences at five university residential centers. The evaluation form consisted of a "Satisfaction Index," a section on "goal directed behaviors," a "Personal Motives Index," and "Interest Inventory" on educative activities, and several demographic items.

Conferences in which participant representatives participated in the planning were perceived by participants as more directly related to their personal motives than participants in conferences planned without representation. Participants in conferences planned with participant representation had a significantly higher degree of satisfaction than participants in conferences planned without representation. Participants in conferences planned with participant representation did not express a higher degree of interest in continuing educative activity than did participants in conferences without participant representation.

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